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ABSTRACT

The faculty development program of Shippensburg University (Pennsylvania) was designed to be comprehensive, systematic, and continuous, based on the assumptions that professional development is essential for the entire faculty and that there is value in systematic professional development planning by individual faculty members. Categories of professional development addressed include scholarly activity and research, university and public service, curriculum development and revision, improvement of teaching and learning, and career and personal development. Specific activities, expenses, and programs are identified as qualifying for resource support in the form of small grants, summer stipends, release time, and educational leave. Seminars and workshops are also provided locally. Written documentation of accomplishments resulting from development activities is required of participants in the form of abstracts or copies of the work funded or performance contracts. The professional development committee submits an annual report to the Shippensburg University Foundation and the State System of Higher Education Faculty Development Council summarizing all development activities and outcomes. A suggested time frame for faculty proposal submissions and awards is presented, and recommendations for design and administration of such programs are outlined. (MSE)

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Title: **FACULTY PROFESSIONAL DEVELOPMENT PROGRAM**

Institution: SHIPPENSBURG UNIVERSITY
Shippensburg, Pennsylvania

Contact: Professional Development Committee
c/o Dr. Joann Fenton, Provost

Program Date(s): ongoing

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

This comprehensive plan for faculty professional development employs a unique blend of human resources involving both faculty and administrators, financial resources drawn from public institution and private foundation funds, and physical resources including small grants, summer stipends, and release time to promote and support a variety of professional development activities.

Background

This plan was formulated by the University's Professional Development Committee in fulfillment of the President's charge "to develop a comprehensive professional development plan" for Shippensburg University.

Introduction

According to its mission statement, Shippensburg University's primary commitment is to effective teaching. To achieve this mission, the University is committed as well to a program of comprehensive professional development. Two of the University's goals are:

* To ensure a high level of faculty capability to offer the University's programs of study; and

* To provide individual faculty members with regular opportunities for professional growth and change.

Moreover, these goals are related to those overall goals of the University regarding human resource development, specifically:

* To continue to recruit, attract, develop and retain faculty members; and

* To provide a variety of creative professional development activities which will [encourage] faculty members...to continue their professional growth and development and to improve their competencies.

In addition, the University is committed to several objectives concerning professional development. These objectives include the promotion of development for faculty through:

* Support and recognition for research and scholarly activity;

* Support and recognition for efforts to improve teaching skills and knowledge applicable to the classroom and curriculum development;

* Support for mid-career redirection in research and teaching;

* The creation of a positive atmosphere for excellence in scholarship and teaching;

* Support for public service; and

* Open advertisement of the available funding resources.

To accomplish these goals and objectives, this plan recommends establishment and support of a comprehensive program of professional development that is both systematic and continuous and is predicated on the following assumptions:

* Professional development is essential for the entire faculty; and

* There is value to systematic professional development planning on the part of individual faculty members.

Description

Organizing and Administering Professional Development Activities

The Provost and Vice President for Academic Affairs, the Professional Development Committee, and the Deans of the Colleges share responsibility for the facilitation of faculty professional development. Funds for professional development activities are provided by the University, the University's Foundation, and by the State System of Higher Education (SSHE).

The Professional Development Committee is established by local agreement and makes recommendations to the Provost regarding awards to (1) fund individual professional development activities in the five categories cited below and (2) support group activities such as seminars and workshops. The Professional Development Committee is responsible for developing policies for professional development. In addition, the Professional Development Committee maintains an ongoing liaison with the SSHE Faculty Professional Development Council.

The Deans of the Colleges of Arts and Sciences, Business, and Education and Human Services function as professional development officers for the faculty, assisting them with planning and accessing resources for professional development. To support this development the deans have access to funds to support professional travel, conference expenses, and some items of equipment. Moreover, the deans may release faculty from instruction under certain circumstances to engage in professional development activities.

Elements of the Plan

The Professional Development Committee has accepted for purposes of organization those categories of professional development activities defined by the SSHE Faculty Professional Development Council, specifically (though not a priority listing):

* Scholarly Activity & Research
* University and Public Service
* Curriculum Development/Revision
* Improvement of Teaching and Learning
* Career and Personal Development

The Committee has also identified the following noninclusive lists of activities, expenses, and programs that qualify for professional development support.

Activities:

* Conference participation (presentation, chaired session, etc.)
* Conference attendance
* Publications
* Conference development
* Laboratory and non-laboratory research
* Field research
* Creative activity in the arts
* Unremunerated consultation and technical assistance provided through campus centers
* Office held in professional organization
* Endowment of professorships, etc.
* Workshop/short course attendance
* Credit courses
* Educational leaves
* Intensive workshops, training, non-credit courses
* On campus workshops, seminars

Expenses:

* Travel
* Conference registration fees
* Education supply monies
* Equipment and facilities
* Clerical support
* Support for reduced loads, special stipends, leaves
* Printing costs
* Fees for outside evaluators and consultants
* Endowment monies
* Money to acquire educational materials
* Replacement faculty

Programs:

* On and off campus seminars, conferences, and workshops
* Grant-writing workshops
* Computer instruction
* Speakers bureau
* Writing across the curriculum
* Accreditation by outside agencies
* Tele-instruction
* Career counseling

Support for the objectives of professional development will be provided through coordination of various funding centers including the Office of the Provost and Vice President for Academic Affairs, the College Deans, and the Professional Development Committee which itself has access to both institutional and private foundation funds. Moreover, the Committee has defined resources needed to deliver such support, specifically:

* Small grants will be awarded for research, improvement of teaching, curriculum development and retraining;

* Summer stipends will be awarded for all categories of professional development;

* Release time will be awarded for scholarship and instructional development;

* Educational leaves will be awarded for completion of the doctorate or terminal degree and for retraining;

* Seminars and/or workshops will be provided locally to aid in professional development; and

* SSHE small grant proposals will be submitted to the Professional Development Committee for review and submission to the SSHE Faculty Professional Development Council.

Accountability

Occasionally, after grants have been awarded, there may be some necessity to change the plans for which a grant was awarded. When this occurs, the award recipient must reapply to the Professional Development Committee with full documentation of changes to the plans. The Professional Development Committee will then make a decision as to whether to fund the revised plan at either a higher or lower level.

In addition, faculty members receiving grants must submit written documentation of accomplishments to the Professional Development Committee as follows:

* Small grants: Faculty receiving small grants must submit three copies of an abstract of the work funded.

* Summer stipends: Faculty recipients of summer stipend awards must submit three copies of the work accomplished through summer stipend monies (e.g., papers or book chapters completed).

* Release time: Faculty recipients of release time must submit three copies of an abstract of research or goals accomplished.

* Educational leave: Faculty recipients must sign a performance contract. Upon failure to adhere to the conditions of the contract, the faculty member may be required to refund the money awarded.

The Professional Development Committee must submit an annual report to the President, the Shippensburg University Foundation, and the SSHE Faculty Professional Development Council which summarizes all professional development activities and outcomes.

Suggested Time Frames for Proposal Submissions and Awards

* Small grants: Proposals are due in mid-October. Awards will be made in mid-November. Final reports are due within two months after the end of the funded activity.

  The Professional Development Committee may conduct two calls for proposals in a given year, one each semester, depending on the availability of funds and quality and quantity of proposals.

* Summer stipends: Proposals are due in mid-March for work to be done during the summer. Awards will be made in early April. Final reports are due the following October.

* Release time: Proposals are due in early March for the following academic year. Awards will be made in mid-March. Final reports are due within two months after the semester for which the release time was awarded.

* Educational leave: Proposals are due at least one year before the anticipated leave is desired.

* Coordination with the SSHE Faculty Professional Development Council: When the SSHE Faculty Professional Development Council issues requests for proposals, the Professional Development Committee will require that proposals be submitted to the Committee approximately one month before they are due to the Council. This will allow the Committee the opportunity to review the proposals and suggest any revisions that might be beneficial to the funding of the proposal.

Recommendations

1. The process of professional development planning should be examined, and the roles of the Committee and the deans should be clearly delineated.

2. The Executive Director of the Institute for Public Service and Sponsored Programs should be added to the Professional Development Committee as a member so the Committee might have the benefit of his/her special expertise and so that all professional development opportunities may be coordinated.

3. Criteria for leave and other forms of professional development grants and awards should be the subject of discussion between and among the parties; and, once established, criteria should be widely distributed.

4. All professional development opportunities should be clearly defined and criteria should be distributed to all faculty.

5. A handbook on professional development including guidelines, funding avenues, funding policies, time frames for submissions and awards, etc., will be developed.

6. At the beginning of every academic year the Professional Development Committee will publish a set of objectives establishing priorities for professional development activities to be funded.

7. No individual member of the Professional Development Committee may apply for grants that are awarded by the Professional Development Committee. Professional Development Committee members who require funding should apply directly to their dean for funding consideration.

8. Since a sabbatical leave is a major professional development activity for individual faculty members and represents a significant investment by the University in overall professional development, a joint meeting should be held each spring with the Sabbatical Leave Committee to insure coordination of effort.

   Note - The Sabbatical Leave Committee is established locally and makes its recommendations directly to the President.